



TWGHs Kap Yan Directors' College

Annual School Plan

2020-2021

I. School Mission

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community. To this end, we are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment.

We devote ourselves to nurturing our students various potentials and abilities, so as to equip them well for a fast-and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country.

We champion the professional enhancement of our teachers, and we cherish team spirit. Ceaselessly we endeavour to raise the standard of our teachers and to improve the School's teaching and learning efficacy. We aspire to establish a fine partnership with the parents and community alike, so that we can all work together towards the students' growth and development.

II. School Goals

1. To enhance learning and ability
2. To edify self and others
3. To proffer whole-heartedly
4. To serve the community

III. Issues to be addressed

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • The majority of the students are of high academic abilities. They are obedient and willing to learn. • School has been well developed to provide all-round education which provides opportunities for student developing their generic skills. • Teachers are experienced and dedicated. They work effectively and constructively for strategies to improve teaching and learning. They are willing to learn and apply the technology of e-learning into their teaching. • The average age of the teachers becomes younger and the teaching staff is more energetic. 	<ul style="list-style-type: none"> • There is great diversity of abilities among students. There is more room for improvement on the homework policy. • Many students are examination-oriented. • Many students are not motivated and confident enough to excel themselves to the full and they need learning skills, e.g. time management and reading skills. • There is a room for improvement on the expectation management skills of higher-form students. There is a discrepancy between the reality and the expectations of theirs and their parents’. • The English learning environment in the school campus needs further enhancement. 	<ul style="list-style-type: none"> • External professional support will help to improve overall teaching and learning in school. • There is rich support from TWGHs in terms of funds and other support like educational psychologist, speech therapist, numerous whole-person development programmes and some TWGHs elite nurturing programmes. • The EDB offers resources and support on e-learning, STEM education, extra manpower, gifted education, etc. • Our school, popular among local parents, has good connection with other schools in the district. 	<ul style="list-style-type: none"> • School-based assessment in various subjects has created great workload on both teachers and students of senior forms. • The high requirements on student abilities in the HKDSE have proved that subjects must review and improve their curricula to nurture students progressively from junior forms. • Local student rally and the disturbance of the public cause impacts on the learning environment in school. • Social movements have caused adverse effects on interpersonal relationships between local students and those from Mainland China.

<ul style="list-style-type: none">• Good class discipline facilitates efficient and effective teaching and learning.• Teacher-student relationship is generally good. Most colleagues are willing to help students in need.	<ul style="list-style-type: none">• Students in North District have less exposure to metropolitan experiences and some have insufficient family support.• More new teachers are employed and assistance and guidance needs to be provided to ensure teaching effectiveness.		
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1. Area of Concern 1 : To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
a) To enhance the sense of accomplishment among students	<ul style="list-style-type: none"> The Whole-personal Development Award Scheme will continue to encourage students to set goals and reflect on their performance. 	<ul style="list-style-type: none"> Students of diverse capacities are nominated and are actively engaged in school activities. (Form Teacher's observation of student's WPDA record) 	<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings. Stakeholders' Surveys (parents) 	9/2020 – 7/2021	Student Support Network (Moral Education Mistress)	
	<ul style="list-style-type: none"> Appreciate and recognize students' effort and achievements through more some incentive programmes, direct praise to reinforce positive behaviours 	<ul style="list-style-type: none"> Students demonstrate confidence, positive self-image 	<ul style="list-style-type: none"> APASO questionnaire 		Vice Principal (S.G), Head of various Departments and Subject ESDA survey team?	Administrative & IT support
	<ul style="list-style-type: none"> Provide opportunities for students for students to participate in training courses, serve as leaders and explore their potentials (MCs,ambassadors; school teams) 	<ul style="list-style-type: none"> Observation of students' performance in and out of the school Positive response in APASO 	<ul style="list-style-type: none"> ECA records Gifted Programme records of students 		Gifted Education Group, ECA head	

<p>b) To build positive mind (emotions, attitudes and values) while enhancing personal resilience with a healthy body.</p>	<ul style="list-style-type: none"> Positive values will be reinforced by different subjects in the curriculum 	<ul style="list-style-type: none"> Students show positive values especially empathy and respect towards others 	<ul style="list-style-type: none"> Reports from different subjects 	<p>9/2020 – 7/2021</p>		
	<ul style="list-style-type: none"> The Tung Wah Moral Education Curriculum will continue in junior forms. 		<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings. Feedback collected from TW Moral Education Curriculum 			
	<ul style="list-style-type: none"> A Values framework will be set for the whole school and be implemented in Form Teacher's Period by Form Teachers and the collaboration of departments 		<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings. 		<p>Student Support Network (Vice Principal (S.G), Head of Discipline, Guidance and Moral Education)</p>	
	<ul style="list-style-type: none"> School campus will be decorated with more display of positive quotes 	<ul style="list-style-type: none"> The school forms a positive and caring school atmosphere. 	<ul style="list-style-type: none"> APASO Questionnaire Stakeholders' Surveys (parents) 		<p>Vice Principal (S.G), and Moral Education Board</p>	
	<ul style="list-style-type: none"> Whole-school mass programmes and growth groups will continue to strengthen students' ability to face adversity 		<ul style="list-style-type: none"> APASO Questionnaire Stakeholders' Surveys (parents) 		<p>Vice Principal (S.G), and Guidance Board</p>	
	<ul style="list-style-type: none"> The emphasis on maintaining good physical fitness with regular practice initiated by PE department will continue. 	<ul style="list-style-type: none"> Students demonstrate satisfactory physical fitness in assessments 	<ul style="list-style-type: none"> Stakeholders' Surveys (parents) Reports from PE Department 		<p>Head of PE Department</p>	

	<ul style="list-style-type: none"> Healthy School Projects and programmes will continue to promote overall wellness of students. 	<ul style="list-style-type: none"> Positive response towards various programmes 	<ul style="list-style-type: none"> Report from TWGHs CROSS Centre and Joyful@HK programme 	9/2020 – 7/2021	Coordinator of Healthy School Project, and Guidance Board	
c) To build positive relationships and a caring and inclusive school environment	<ul style="list-style-type: none"> Collaboration of Student Support Network among departments will be further strengthened to provide pastoral care support. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 	9/2020 – 7/2021	Student Support Network (Vice Principal (S.G), Head of Discipline, Guidance and Moral Education)	
	<ul style="list-style-type: none"> Caring campaigns with gifts and encouraging words to promote positive relationships will be initiated. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 		Vice Principal (S.G), Guidance Board	
	<ul style="list-style-type: none"> Activities further strengthening teacher-student relationships will be organized. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 		Different departments	
d) To build capacity in all teachers the ability to implement positive education.	<ul style="list-style-type: none"> Teachers' awareness and professional abilities in implementing positive education will be increased through school-based professional development (e.g. Staff Development Day) and Form Teacher's Meeting 	<ul style="list-style-type: none"> Teachers demonstrate ability to implement class building strategies and students demonstrate positive emotions in their daily lives. 	<ul style="list-style-type: none"> Observation of FT's performance APASO Questionnaire 	9/2020 – 7/2021	Vice Principal (S.G) , Head of Guidance, Discipline and Moral Education, Moral Education Board	
e) To provide parent education on nurturing students' growth positively.	<ul style="list-style-type: none"> Organize talks and provide platforms for parents to learn the ways to nurture students' growth 	<ul style="list-style-type: none"> Parents have positive feedback towards positive education 	<ul style="list-style-type: none"> Stakeholders' Surveys (parents) Collection from views from parent groups 		Vice Principal (S.G), PTA	

2. Area of Concern 2 : To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enable students to solve problems independently	<ul style="list-style-type: none"> Strengthen students' interpersonal communication, critical thinking and problem-solving skills via various life-wide learning programmes. 	<ul style="list-style-type: none"> Students exhibit positive reflections towards their own learning in WPDA. Teachers observe positive impact on students after their participation of life-wide learning programmes. 	<ul style="list-style-type: none"> Students' performance in examination and tests Stakeholders' Surveys (teachers and students) Reflections of students from the life-wide learning programmes 	9/2020 – 7/2021	Gifted Education Group Board and subject heads	LWL Grant & Student Activities Fund
2. To nurture students to be proactive learners and develop confidence	<ul style="list-style-type: none"> Refine the pedagogy approach with the introduction of e-Learning and setting up e-Learning Team from different core subjects: (E.g. Use of E-learning platforms and apps) to encourage students' learning incentives and teacher-student interaction, enhance students' ability of self-learning, etc.) Ideas on green education will be incorporated into subject curriculum and OLE (e.g. community work) to enrich students' learning experience 	<ul style="list-style-type: none"> Students in general exhibit improvement in learning outcomes and performance in class. 	<ul style="list-style-type: none"> Lesson observation Students' performance in examination and tests Feedback from teachers and students APASO Questionnaire Stakeholders' Surveys Assignment inspection ECA records 	9/2020 – 7/2021	Vice Principal (T&L), IT Coordinator and Subject Panel Heads OLE (ECA Department)	ECIT Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> a) scaffolding of concept building and tasks, cultivation of learning skills (e.g. use of concept maps and graphic organisers) and more effective use of questioning and classroom activities, etc. b) designing diversified assignments to improve student learning outcomes. c) adjusting teaching progress and level of difficulties of quizzes and test papers. d) giving feedback to let students understand their learning and set learning goals. 					
4. To develop students' passion for and incentives in learning	<ul style="list-style-type: none"> • To engage students in the learning process, cross-curriculum collaboration will be encouraged to increase students' incentives and interests in learning 	<ul style="list-style-type: none"> • Students demonstrate passion towards their learning • Positive response in APASO 	<ul style="list-style-type: none"> • APASO Questionnaire 	9/2020 – 7/2021	Vice Principal (T&L) and Academic Board	
5. To nurture students to be purposeful learners by guiding them to make life planning under different learning stages	<ul style="list-style-type: none"> • School-based life-planning programmes and strategies will continue to arouse their awareness of education opportunity. 	<ul style="list-style-type: none"> • Students demonstrate clearer goals and a better understanding towards their learning and future paths • Positive response in APASO 	<ul style="list-style-type: none"> • Students made positive feedback at the students' questionnaires of various career and life planning activities and Form Teacher Periods. • APASO Questionnaire 		Career Guidance Board	

TWGHs Kap Yan Directors' College
Plan On Use of Capacity Enhancement Grant
(2020/2021)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
1. Curriculum development	To produce teaching materials for teachers	To employ 1 school development assistant to take up part of the administrative works of the teachers and to prepare teaching materials for the teachers	Teachers' workload in the preparation of teaching aids will be relieved	Sept 2020 – Aug 2021	Salary for 1 school development assistant: \$172,998.00 [about \$13,730 per month x 12 months x 1.05 (MPF)] x 1	On average, reducing 40 hours of non-teaching workload from each teacher throughout the year	Performance appraisal on the assistant	LNH

Accumulated Surplus B/F from 2019/20	=	\$	0	(a)	
For 2020/21 :					
Revenue	=	\$	638,461.00	(b)	
Estimated Expenditure	=	\$	172,998.00	(c)	
Estimated Surplus	=	\$	465,463.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$	465,463.00	(e) = (a) + (d)	(Carried forward for use in EOEBG)

TWGHs Kap Yan Directors' College
Plan On Use of Fractional Post Cash Grant
(2020/2021)

The EDB has approved the school to opt for a cash grant for the 0.4 teaching staff entitlement under the approved staff establishment of 2020/21, and to make use of the grant according to the needs of the school. The EDB allows schools to retain 3 times the annual provision of the school year in which the grant is provided, and any excess will be clawed back by the EDB.

Strategy / Task	Resources Required
To employ 1 TA	Salary of 1 TA for 1 year = \$200,088.00 [(15,880 x 1.05 x 12) x 1]

Accumulated Surplus B/F from 2019/20	=	\$	155,656.96	(a)	
For 2020/21 : Revenue	=	\$	256,800.00	(b)	
Estimated Expenditure	=	\$	200,088.00	(c)	
Estimated Surplus	=	\$	56,712.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$	212,368.96	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College
Learning Support Grant for Secondary Schools
(2020/2021)

In the 2008/09 school year, the Education Bureau started to provide 'Learning Support Grant for Secondary Schools' for schools to cater for the needs of students with special educational needs.

Strategy / Task	Resources Required																
1. To employ 0.6 TA to assist to support students with SEN	Salary of 0.6 TA for 1 year = \$120,052.80 [(15,880 x 1.05 x 12) x 0.6]																
2. To organize guidance groups with service provider for students with special educational needs to enhance their study skills, social skills and skills in managing emotions.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Attention Improvement Training</td> <td style="text-align: right;">\$ 12,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Executive Functioning Skills Training</td> <td style="text-align: right;">\$ 16,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Chinese Language Study Skills Training</td> <td style="text-align: right;">\$ 46,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Social Skills Training</td> <td style="text-align: right;">\$ 20,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Mood enhancement program</td> <td style="text-align: right;">\$ 3,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Arts Therapy</td> <td style="text-align: right;">\$ 6,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Music Therapy</td> <td style="text-align: right;">\$ 16,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Other Training Programme & Resources</td> <td style="text-align: right;">\$ 36,000.00</td> </tr> </table>	Attention Improvement Training	\$ 12,000.00	Executive Functioning Skills Training	\$ 16,000.00	Chinese Language Study Skills Training	\$ 46,000.00	Social Skills Training	\$ 20,000.00	Mood enhancement program	\$ 3,000.00	Arts Therapy	\$ 6,000.00	Music Therapy	\$ 16,000.00	Other Training Programme & Resources	\$ 36,000.00
Attention Improvement Training	\$ 12,000.00																
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Chinese Language Study Skills Training	\$ 46,000.00																
Social Skills Training	\$ 20,000.00																
Mood enhancement program	\$ 3,000.00																
Arts Therapy	\$ 6,000.00																
Music Therapy	\$ 16,000.00																
Other Training Programme & Resources	\$ 36,000.00																

Accumulated Surplus B/F from 2019/20	=	\$	67,963.32	(a)	
For 2020/21 : Revenue	=	\$	211,470.50	(b)	
Estimated Expenditure	=	\$	275,052.80	(c)	
Estimated Deficit	= -	\$	63,582.30	(d) = (b) - (c)	(Covered by Surplus from 2019/20)
Accumulated Surplus for 2020/21	=	\$	4,381.02	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College
Plan on Use of Diversity Learning Grant
(2020/2021)

The Diversity Learning Grant is provided by the EDB to schools annually upon application, starting from 2009/10 school year, to support the diversification of New Senior Secondary School Curriculum.

Strategy / Task	Resources Required	
Other Programmes:		
(a) Network Programme for S.4 and S.6 Students	S.6 Music	\$ 10,000.00
	Subsidy for attending concerts for DSE course students	\$ 2,000.00
(b) Gifted Education Programmes	English Course x 1	\$ 12,000.00
	Chinese Course x 1	\$ 6,300.00
	Mathematics Course x 1	\$ 16,000.00
	Subsidy for Talents Programme	\$ 20,000.00

Accumulated Surplus B/F from 2019/20	=	\$ 89,744.03	(a)	
For 2020/21 : Revenue	=	\$ 84,000.00	(b)	
Estimated Expenditure	=	\$ 66,300.00	(c)	
Estimated Surplus	=	\$ 17,700.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$ 107,444.03	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College
Plan on Use of Diversity Learning Grant
(2020/2021)

The Diversity Learning Grant is provided by the EDB to schools annually upon application, starting from 2009/10 school year, to support the diversification of New Senior Secondary School Curriculum.

Strategy / Task	Resources Required	
Other Language:		
(a) Japanese Language	S.4 Japanese Language (HKDSEE)	\$ 42,900.00
	S.5 Japanese Language (HKDSEE)	\$ 27,300.00
	S.6 Japanese Language (HKDSEE)	\$ 15,600.00

Accumulated Surplus B/F from 2019/20	=	\$	0	(a)
For 2020/21 : Revenue	=	\$	85,800.00	(b)
Estimated Expenditure	=	\$	85,800.00	(c)
Estimated Surplus	=	\$	0	(d) = (b) – (c)
Accumulated Surplus for 2020/21	=	\$	0	(e) = (a) + (d)

TWGHs Kap Yan Directors' College
Plan on School-based After-school Learning and Support Programme
(2020/2021)

Name of Activity	Objectives of the Activity	Period/Date Activity to be held	Target Group and Estimated no. of grant beneficiaries #	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
(1) Study Skills Enhancement classes	To help students with difficulties in learning the subjects to catch up with the main stream	Classes on 10 Saturdays	56 students of S.1 – S.3 with unsatisfactory results in tests and examinations	\$400 x 56 = \$22,400	
(2) Kap Yan Whole Person Development Programme for S.1 – S.3	To provide students with more opportunities to widen their exposure	Oct 2020 – May 2021	Subsidy for 60 students at Junior Secondary Level	\$400 x 60 = \$24,000	
(3) Kap Yan Leisure and Cultural Appreciation Programme for S.4 – S.6	To provide students with more opportunities to widen their exposure	Oct 2020 – May 2021	Subsidy for 55 students at senior secondary level	\$400 x 55 = \$22,000	
(4) Capacity Enhancement Programmes for students	To enhance the self-esteem of students and to build up leadership skills at an early stage	Oct 2020 – May 2021 Programmes for S.1-5 including seminars and workshops	Subsidy for 100 students with about 20 students from each of S.1 – S.5	\$400 x 100 = \$40,000	

Note: # Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Accumulated Surplus B/F from 2019/20	=	\$	223,779.00	(a)	
For 2020/21 : Revenue	=	\$	108,400.00	(b)	
Estimated Expenditure	=	\$	108,400.00	(c)	
Estimated Surplus	=	\$	0.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$	223,779.00	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College**Plan On Use of Provision of the One-off Grant for the Promotion of Chinese History and Culture**
(2020/2021)

The Provision of the One-off Grant for the Promotion of Chinese History and Culture Grant is provided by the EDB to school at 2017/18 school year, to promote Chinese history and Chinese culture with a view to reinforcing primary and secondary students' interest in and understanding of Chinese history and Chinese culture, and enabling them to admire and inherit the spirit of excellence and the civilisation of the Chinese people. It is a one-off cash grant at the amount of \$150,000 per school until the end of 2019/20 school year. Due to the coronavirus outbreak and class suspension, EDB has decided to extend the period in which may be used by schools to arrange learning activities for one year as a special arrangement for schools, from the end of 2019/20 school year to the end of the 2020/21 school year (i.e. end of August 2021).

Strategy / Task	Resources Required
1. To promote Chinese culture through talks and reading programs	Course Materials related to Chinese Culture & Guest speakers = \$31,000.00

Accumulated Surplus B/F from 2019/20	=	\$	31,018.50	(a)	
For 2020/21 : Revenue	=	\$	0	(b)	
Estimated Expenditure	=	\$	31,000.00	(c)	
Estimated Deficit	= -	\$	31,000.00	(d) = (b) - (c)	(Covered by Surplus from 2019/20)
Estimated claw back after 2020/21	=	\$	18.50	(e) = (a) + (d)	

TWGHs Kap Yan Directors' College
Plan on Use of Sister School Scheme Grant
(2020/2021)

The Grant for the Sister School Scheme is provided by the EDB to school that has formed sister schools with its counterparts in the Mainland at 2018/19 school year after the Pilot Scheme from 2015/16-2017/18. Schools are encouraged to plan long-term sister school exchange activities to enrich students' learning experiences and foster teachers' professional development. It is a recurrent grant at the amount of \$150,000 per school (adjustment according to Composite Consumer Price Index).

Strategy / Task	Resources Required
1. Exchange and Discussion through video Conference	Purchase of video camera & tablets for video conferencing = \$70,000.00

Accumulated Surplus B/F from 2019/20	=	\$	234,016.40	(a)	
For 2020/21 :					
Revenue	=	\$	156,034.00	(b)	
Estimated Expenditure	=	\$	70,000.00	(c)	
Estimated Surplus	=	\$	86,034.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$	320,050.40	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College
Plan on the Use of the Promotion of Reading Grant
(2020/2021)

The Promotion of Reading Grant is provided by the EDB to school starting from 2018/19 school year. Schools are encouraged to extend “Reading to Learn” to “Reading across the Curriculum” and “Language across the Curriculum” with a view to broadening students’ knowledge base and connecting their learning experiences in different subjects.

Strategy / Task	Resources Required
1. Enrich library resources in response to the latest development in reading and the curricula of different KLAs	Purchase of Printed Books = \$58,000.00
2. Integrate reading with project learning to enhance students’ problem solving, comprehension skills and multidimensional thinking skills	Web-based Reading Scheme = \$36,000.00 - Newspaper Reading Materials for Liberal Studies
3. Work collaboratively with subject teachers in curriculum planning and teaching to support RaC	Hiring writers, professional storytellers, etc. = \$5,000.00 - to conduct talks to students

Accumulated Surplus B/F from 2019/20	=	\$	33,348.38	(a)	
For 2020/21 :					
Revenue	=	\$	72,816.00	(b)	
Estimated Expenditure	=	\$	99,000.00	(c)	
Estimated Deficit	= -	\$	26,184.00	(d) = (b) – (c)	(Covered by Surplus from 2019/20)
Accumulated Surplus for 2020/21	=	\$	7,164.38	(e) = (a) + (d)	(Carried forward for use in 2021/22)

TWGHs Kap Yan Directors' College
Plan on the Use of the Life-wide Learning Grant
(2020/2021)

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English	Speech Festival (English)	To enhance students' speaking confidence, pronunciation and appreciate poetry through solo verse speaking.	Oct 2020 - Dec 2020	S1-S6 students	Students' results in the competition	@\$150 X 25 students = \$3,750	✓				
	English Summer Immersion Programme	Through English classes, excursions and home stay in an English-speaking country, student can understand the culture and increase their speaking confidence.	Jul 2020 - Aug 2020 (about 16 days)	S1-S4 students	Students' travel log, group presentation and sharing	@\$4,000 X 10 人 = \$40,000	✓				
	S1 Summer Bridging Programme	To increase students English competency so that they can adapt to English learning environment.	Aug 2021 (about 7 days)	Pre-S1 students	Students' assignment, survey & lesson observation	@\$200 X 100 人 = \$20,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Chinese	72 nd Hong Kong Schools Speech Festival (2020)	1. To increase students' competency and aesthetic ability. 2. To enhance students' language skills and speaking confidence.	Nov 2020	S1-S6 students	Awards, results and comments in the competition	\$3,750	✓				
Chinese Literature	KYD Literature Award (2020-2022)	1. Promote literary activities and competitions, and build students' independent learning and self-confidence. 2. Through different methods and types of literary activities, students are trained to observe, analyze, appreciate, and create abilities. 3. Through literary reading and writing activities and competitions, students can improve their language proficiency and broaden their literary horizons.	2020 - 2022 School Year	All students	1. Literary Walking Group Works 2. Literary Creation Competition Works 3. Biennial Award Collection	\$20,340 (2020/21 School Year)	✓				
						\$60,340 (2021/22 School Year)					
Geography	Fieldwork studies (agricultural landscape or relevant topic)	Prepare senior form students for field-based question in DSE.	F.6: Nov-Dec F4/F5: Feb-Apr	Senior form students	Field report and sharing in the class	\$20,000	✓				
	Sponsoring transport fee of outing activities	Encourage students to join external activities by reduce their financial burden.	Sep 2020-Aug 2021	F1-F6 students	Evaluation form / student comments	\$8,000	✓				
Tourism and Hospitality Studies	Trip to Ocean Park	To enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world.	Jun 2021	F.4	Reflection and sharing after the trip	\$1,440	✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Tourism and Hospitality Studies	Field trips and visit to enterprises.	To explore and understand the relationship between individuals and society through the study of local and international tourism and hospitality trends and issues, and their social, economic and environmental impact. To appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry.	Sep 2020-Jul 2021	F.4	Reflection and sharing after the trips	\$7,500	✓				✓
STEM	STEM and Science Week Hiring services from external organizations to help schools organize extra-curricular or after-school activities	To arouse students' interest in STEM and Science.	Jan 2021-Aug 2021	All students	Students' comments	\$10,000	✓				
	Drones and Aerial photography Training workshop for students Hiring services from external organization to train students as extra-curricular or after-school activities	To train students' skills in controlling drone and editing in aerial photography.	Jan 2021-Aug 2021	Students interested (F3-F6)	Evaluation form	\$15,000	✓				
	Coral Academy Project Setting up a coral tank in school, nurturing corals in school and a series of education activities about corals	To arouse students' interest in STEM and Biology.	Whole year	Students interested (F3-F5)	Students' comments	\$10,000	✓				
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
PE	Instructor fees for School Team (Basketball, Football, Volleyball, Handball, Badminton, Table Tennis, Athletics and Indoor Rowing)	1. To develop and refine students' sports skills. 2. To develop students' leadership and to encourage them to take care of the junior members. 3. To build up team spirit.	Sep 2020 - Aug 2021	Sports Team (S1-S6)	1. Training records 2. Review the results of competitions	\$252,700	✓	✓	✓		
PE	Entry fees for Sports Competitions	1. Enhancing students' sports skills. 2. Building up team spirit. 3. Exchanging sports skills and competing with sister schools.	Sep 2020 - Aug 2021	Sports Team (S1-S6)	1. Total the number of school teams 2. Review the results of competitions	\$25,000	✓	✓	✓		
Music	Application Fee for Music Competitions: HK Schools Music Festival, JSMA competition	Let the students with musical talents display their talents, train their patience and self-confidence, and win honor for the school.	Feb 2020- May 2020	F1 to F6	Competition Results	\$2,500			✓		
Music	Fee for piano accompanist for competitions	For better results in the competitions.	Feb 2020- May 2020	F1 to F6	Competition Results	\$2,500			✓		
Music	Conductor and tutor fee for the music teams and classes: Choir (vocal training class), Handbell Team, Zheng Team, guitar , cello, violin, zheng, yanqin and ukulele class	Cultivate students' artistic interest, train discipline, patience and self-confidence.	Sep 2020- Aug 2021	F1 to F5	Evaluation of the performance of the teams and classes	\$150,000			✓		
Visual Arts	Art gallery/ museum visit	Let students who are interested in Art could broaden their horizon of Visual Arts.	Jan 2021- Aug 2021	S.1-3	Worksheet or sharing	\$9,000	✓		✓		

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							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Guidance	S1 Life Skills Training Day Camp	1. To provide adventure learning experience for S1 students and to build up their team spirit. 2. To enhance students' resilience and to build up positive values and attitude.	Nov 2020	S1 Students	1. Reflective report by student participants 2. Teacher's observation	\$24,500	✓				
Student Guidance	Resilience Enhancement Programme S.1 'FRIENDS' Program (「逆風行」計劃)	1. To recognize S1 students with weaker resilience or poor mental health, in order to provide them with diverse educational activities. 2. To provide students with mental health education.	Sep 2020 - Jul 2021	Training: S1 Students Education Week: All Students	1. Pre-survey and post-survey 2. Teacher's observation	\$34,400		✓			
Student Guidance	Resilience Enhancement Programme S.2 Joyful @ school Project (「逆風行」計劃)	Provide students with diverse educational activities and mental health education.	Sep 2020 - Oct 2020	S2 students recognized as weaker resilience or poor mental health	1. Pre-survey and post-survey 2. Teacher's observation	\$6,200		✓			
Student Guidance	S.4 Oneness Program (校內歷奇訓練)	To provide students with learning experience in order to enhance students resilience, team spirit, positive values and attitude.	Mar 2021	S4 Students	1. Pre-survey and post-survey 2. Teacher's observation	\$30,000		✓			
Student Guidance	S.5 Life Education Program	To provide students with learning experience in order to enhance students resilience, self-reflection, positive values and attitude.	July 2021	S5 students	1. Interviewing the student participants 2. Teacher's observation and evaluation	\$11,000		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Guidance	Entry Fees for YMCA Youth Leadership Development Scheme (YLD)	1. To provide advanced leadership training for the senior students. 2. To broaden participants' horizons by offering them an opportunity to serve the society.	Oct 2020 - Aug 2021	8 Student Leaders (S4 - S5)	1. Interviewing the student participants 2. Teacher's observation and evaluation	\$2,800	✓			✓	
Student Guidance	S5 & S6 Positive Education Program	To provide students with learning experience in order to enhance students resilience, self-reflection, positive values and attitude.	Dec 2020	S5 & S6 students	1. Interviewing the student participants 2. Teacher's observation and evaluation	\$60,000	✓	✓			
ECA	Kap Yanner Talent Programme	1. To develop the multiple intelligence of the students. 2. To help students develop healthy hobbies.	Oct 2020 - May 2021	S.1	1. Take attendance and the attendance rate of not less than 80% 2. Evaluation by the students 3. Evaluation by the teacher responsible	\$18,000			✓		
ECA	S2 and S3 Activity Day (Outdoor Training)	To enhance students' problem solving and cooperation skills through outdoor training activities.	Nov 2020	S2 and S3	Observation, questionnaire survey	F.2 \$36,500 F.3 \$53,300 = \$89,800	✓				
ECA	S4 to S6 Picnic	To enhance students' sense of belonging through outdoor activities.	Nov 2020	S4, S5 and S6	Observation, classroom notice board	@\$25 x370 =\$9,250	✓				

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ECA	Drama Club	To develop students' confidence, communication and English language skills through drama performance and competition.	Sep 2020-Aug 2021	S1 to S6	Observation, performance, competition result	\$11,000			✓			
ECA	Dance Club	To develop student's confidence and cooperation skills through dance performance.	Sep 2020-Aug 2021	S1 to S6	Observation, performance	\$2,300			✓			
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Tourism and Hospitality Studies	Study tour to Seoul	To explore and understand the relationship between individuals and society through the study of local and international tourism and hospitality trends and issues, and their social, economic and environmental impact. To appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry.	Apr 2020 or June 2020	F.4	Reflection and sharing during the study tour. Students are required to conduct a group project or give presentation on their study tour.	\$84,000	✓				✓	
1.4	Others											
						Estimated Expenses for Category 1	\$ 984,730					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning		
STEM	STEM equipment, consumables and learning resources	1. Conducting Cross-KLA STEM courses. 2. Supporting STEM after-school learning activities. 3. Enhancing subject-based STEM courses. 4. Developing new STEM projects. 5. Setting up a coral tank in school, nurturing corals in school and a series of education activities about corals.	\$50,000
PE	PE Equipment	Training and competition equipment for Sports Teams.	\$43,450
Music	Musical instrument & accessories for Extracurricular Activities	Training & practicing for Music classes and Teams.	\$61,000
Estimated Expenses for Category 2			\$154,450
Estimated Expenses for Categories 1 & 2			\$1,139,180

Estimated Number of Student Beneficiaries

Total number of students in the school:	870
Estimated number of student beneficiaries:	870
Percentage of students benefitting from the Grant (%):	100%

Accumulated Surplus B/F from 2019/20	=	\$	936,124.00	(a)	
For 2020/21 : Revenue	=	\$	1,292,988.00	(b)	
Estimated Expenditure	=	\$	1,139,180.00	(c)	
Estimated Surplus	=	\$	153,808.00	(d) = (b) – (c)	
Accumulated Surplus for 2020/21	=	\$	1,089,932.00	(e) = (a) + (d)	(Carried forward for use in 2021/22)